DOCUMENT RESUME

ED 288 684 RC 016 492

AUTHOR Barabe, Rosemeri; And Others

TITLE PATHWAYS: An Adult Basic Skills Writing Workbook, Level III. Teacher's Guide.
INSTITUTION Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE 87
GRANT G008420037; G008610079
NOTE 74p.; For related documents, see ED 254 362 and RC 016 482-493.
AVAILABLE FROM Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 814, Phoenix, AZ 85004 ($4.95 plus shipping and handling).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Basic Education; Adult Education; Adult Literacy; American Indian Culture; *American Indian Education; Basic Skills; *Course Content; Course Objectives; *Literacy Education; Reading Instruction; Reading Skills; Relevance (Education); Sequential Approach; Teaching Guides; *Teaching Methods; Units of Study; Writing Instruction; *Writing Skills
IDENTIFIERS Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

ABSTRACT

Part of an adult basic education series utilizing Southwestern American Indian cultural material, this level III (fifth grade equivalent, 4.5-6.0 readability) teacher's guide contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available supplementary commercial materials with specific pages cited. Unit I focuses on parts of speech: singular and plural nouns; possessive and collective nouns; nouns used as subjects and objects; pronouns used as nouns and direct objects; demonstrative and possessive pronouns; helping and linking verbs; descriptive, possessive, and demonstrative adjectives; adverbs; prepositional words and phrases; time words; and conjunctions. Unit II teaches sentence structure. Unit III covers paragraph development. Unit IV presents aspects of punctuation: commas in dates, places, and series; quotation marks; and underlining. Unit V teaches capitalization. Unit VI offers pointers on writing personal notes and personal information. Unit VII stresses spelling of days, months, numbers, and abbreviations. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PATHWAYS

An Adult Basic Education Writing Skills Workbook

Level III

Teacher's Guide

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joy Hanley

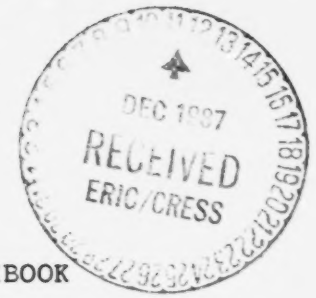
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



PATHWAYS

AN ADULT BASIC SKILLS WRITING WORKBOOK

LEVEL III

TEACHER'S GUIDE

Rosemeri Barabe
Curriculum Specialist

Laurie Polhill
Curriculum Writer

Ollie M. Lovett
Director, Planning Project

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joy Hanley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

1987

Adult Education Program
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

This book was made possible through a grant awarded by the U.S. Office of Education under the Indian Education Act, Title IV, Part C.

RC016492

C O N T E N T S

Acknowledgements v

Preface: To the Teacher vi

Key to Supplemental Materials iix

UNIT I: PARTS OF SPEECH

Singular and plural nouns 3

Possessive nouns 5

Collective nouns 7

Noun used as a subject 8

Noun used as an object (verb) 9

Pronoun used as noun 11

Demonstrative pronouns 12

Pronoun used as direct object 13

Possessive pronouns 14

Verb - simple tense 15

Helping verbs 17

Present progressive 19

Linking verbs 20

Descriptive adjectives 21

Possessive adjectives 22

Demonstrative adjectives 23

Adjectives indicating number 24

Adverb as modifier of verb 25

Commonly misused adverbs/adjectives 26

Use of adverbs 27

Prepositional words and phrases 28

Time words 29

Conjunctions and their use 30

Unit I Post-Test: Parts of Speech 31

UNIT II: SENTENCE STRUCTURE

Review of sentences 35

Subject and predicate 36

Compound subject 37

Compound verb 39

Complete vs. incomplete sentences 40

UNIT III: PARAGRAPH DEVELOPMENT

Characteristics of a paragraph 43

Descriptive paragraph writing 44

Units II & III Post-Tests:
Sentence Structure/Paragraph Development 45

UNIT IV: PUNCTUATION

Commas in dates and places 49

Commas in a series 51

Quotation marks 53

Underlining 54

UNIT V: CAPITALIZATION

Use of capitals 57

Units IV & V Post-Test: Punctuation/Capitalization 58

UNIT VI: PRACTICAL WRITING

Writing of personal notes 61

Personal information 62

UNIT VII: SPELLING

Spelling of days, months, and numbers 67

Abbreviations 68

Spelling demons 69

Basic spelling rules 70

Unit VII Post-Test: Spelling 72

ACKNOWLEDGEMENTS

Sincere appreciation is extended to the following staff who contributed to the development of this book: Joy Hanley for overall direction: Katherine W. Arviso and Doreen Duncan, for editing and coordinating the final printing of the book; Robi Salazar for technical assistance; Violet McIntosh and Elizabeth Cruz for typing final version; Vina Montour for typing first draft and Ken Duncan for his artistic ability in providing the art illustrations. Special thanks go to all those who had a part in getting this book published.

PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

ABE reading and writing workbooks. The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

LEVEL	EQUIVALENT GRADE	READABILITY
I	3rd	2.7 - 3.9
II	4th	3.5 - 4.9
III	5th	4.5 - 6.0

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

- - - - - - - - - - - - -

Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.

KEY TO SUPPLEMENTAL MATERIALS

BBSW	Building Basic Skills in Writing
WSW	Writing Skills Workbook Series, Contemporary Books, Inc.
DS	Dr. Spello, McGraw-Hill, Inc.
LDL	Language in Daily Living, Steck-Vaughn Co.
LOL	Learning Our Language, Steck-Vaughn Co.
LE	Language Exercises, Steck-Vaughn, Co.
WD	The Writing Discovery Book
L2	Lifelines 2, Regents Publishing Co.
KGL	Keys to Good Language, The Economy Co.
LDL	Language in Daily Living, Steck-Vaughn Co.
PGLS	Pre-GED Language Skills, Cambridge Book Co.
C5	Composition Five, Scott, Foresman Co.
SIL	Skills in Language, Cambridge Book Co.
REW	Regents English Workbook, Regents Publishing Co.

UNIT I

A.1. Singular and plural nouns

A singular noun names one person, place, or thing at a time. Most plurals are formed by adding s to the singular form. There are some irregularly formed plurals, and the rules for these are presented below as well as in the student workbook.

Rule #1:

When a noun ends in **s, ss, ch, sh, z, or x,** add **es** to make the plural. Ex: boxes

Rule #2:

When a noun ends in **y** that follows a vowel, add **s.** Ex: valleys

BUT, if a word ends in **y** that follows a consonant, change the **y** to **i** and add **es.** Ex: families

Rule #3:

When a noun ends in an o that follows another vowel, add **s.** Ex: radios

BUT, if a noun ends in an **o** that follows a consonant, add **es.** Ex: tomatoes. This rule has some exceptions (sopranos). You might have to check the dictionary.

Some nouns are formed the same in the singular and the plural: fish, deer, trout, swine, elk, moose, sheep.

Some nouns change spelling internally, such as man (men), woman (women), child (children). All others are listed in the student workbook.

TEACHING SUGGESTIONS:

1. Drill student orally by giving the singular form and asking student to supply the plural form.

2. Ask student to list the objects in the room in both singular and plural forms. This can be done orally with a group or as an individual writing exercise.

3. Use pictures of nouns, especially irregular nouns. Ask student to give the plural forms orally. Then ask student to write plural form in a sentence.

ANSWERS:

Rule #1

1.	bears	7.	foxes
2.	coyotes	8.	dishes
3.	rabbits	9.	crosses
4.	boxes	10.	passes
5.	books	11.	peaches
6.	plants	12.	catches

Rule #2

1.	keys	4.	berries
2.	days	5.	families
3.	copies	6.	flies

Rule #3

7.	rodeos	10.	tomatoes
8.	zoos	11.	zeroes
9.	potatoes	12.	stereos

Rule #4

1.	cuffs	4.	bluffs
2.	knives	5.	loaves
3.	chiefs	6.	calve

Exceptions

7.	elk	10.	men
8.	oxen	11.	feet
9.	swine	12.	trout

1. (a) oxes, oxen
2. (b) archs, arches
3. (a) citys, cities
4. (a) rodeoes, rodeos
5. (b) rooves, roofs
6. (a) chieves, chiefs
7. (a) loafs, loaves
8. (a) trouts, trout
9. (b) peachs, peaches
10. (a) familys, families
11. (a) swines, swine
12. (a) gooses, geese

SUPPLEMENTAL MATERIALS:

LE-Gold Bk., pp. 58-60
LE-Blue Bk., pp. 46-48
BBSW (1), pp. 58-61
WSW (1), pp. 18-22
LOL (2), p. 29
KGL, p. 10

I.A.2. Forming possessive nouns

A possessive noun is one that shows ownership of or relationship to another noun.

Ex: Tom's brother
the horse's tail
the girls' home

The rules for forming possessives are as follows:

Rule #1:

Add an apostrophe plus an **s** ('s) to any singular noun. Ex: dog's

Rule #2:

Add just an apostrophe (') to a plural noun ending in **s**. Ex: girls'

Rule #3:

Add an apostrophe plus an **s** ('s) to a plural noun that does not end in **s**. Ex: elk's

TEACHING SUGGESTIONS:

1. Make a list of people and animals that can own things. Make another list of things that can be owned. Ask student to choose words from each list to make a phrase. This can first be done orally, then in writing.

2. Read phrases out loud and, as you read, have student write the possessive forms.

3. Write several phrases containing singular possessives on the board. Ask student to change the possessive to its plural form.

4. Reverse #3 above by writing plural possessives which should be changed to singular possessives.

I.A.2. Forming possessive nouns (cont.)

ANSWERS:

1. beaver's
2. singer's
3. eagle's
4. Dave's
5. grandfather's
6. mesa's

---

7. beavers'
8. thieves'
9. Hopis'
10. students'

---

11. geese's
12. deer's
13. women's
14. teeth's

---

15. my grandmother's hogan
16. the Hopi children's kachinas
17. the sunset's rosy glow
18. Two Grey Hills' rugs
19. the Navajo weavers' looms
20. Ira Hayes' bravery

SUPPLEMENTAL MATERIALS:

LOL (2), pp. 33, 34
WSW (1), p. 21
BBSW (1), pp. 64-66
LE-Blue Bk., p. 49
LE-Gold Bk., pp. 61-63

I.A.3. Collective nouns

A collective noun names a group. The members of the group are distinct and countable.

Ex: Cows make up a herd.
People make up a crowd.

Although subject/verb agreement is not covered in this lesson, be sure to stress that a collective noun is singular although it is made up of parts.

TEACHING SUGGESTIONS:

1. Ask students questions like these:

   Ex: Many birds together are called what? Student should respond with: flock. Many sheep together are called what? ANSWER: herd.

2. Write a list of collective nouns on the board. Write a second list of words next to the first list which identifies the make up of the collective noun. The second list should be in scrambled order. The student should match the collective noun in the first list to the words in the second list.

   Ex:

flock	group of related people
herd	group of basketball players
team	group of sheep
family	group of cows

ANSWERS:

1. flock	4. team
2. jury	5. tribe
3. herd	6. class

---

1. family	4. flock
2. herd	5. tribe
3. team	6. class

---

1. X	6. X
2. C	7. C
3. X	8. X
4. C	9. C
5. C	10. C

SUPPLEMENTAL MATERIALS:

PGLS, p. 16
SIL (1), p. 59

I.A.4. Noun used as a subject

A noun used as a subject tells who or what performs the action of the verb, or who or what is being described.

TEACHING SUGGESTIONS:

1. Write some simple sentences on the board using action verbs.

   Ex: My dog ran away.

   Ask student to find the verb (action word). Then ask student to tell you who or what ran.

   Repeat this exercise with several different subject/verb combinations.

2. Introduce sentences with more than one noun. It is important that student differentiate between the subject noun and other nouns in a sentence.

   Ex: Dawn drives a truck to town.

   Ask student to find the action word (verb). Then ask student to tell you who is doing the action.

3. Write four nouns and four action verbs on the board. Have students write sentences using the nouns as subjects.

4. Read sentences out loud. Have student write down the subject noun.

ANSWERS:

1. Cotton
2. Walapai
3. cactus
4. raids
5. Family life
6. child
7. Mountain Spirit Dancers
8. Tobacco

1. (name of any one person)
2. (name of any fruit)
3. dogs, coyotes (must be plural)
4. one animal or person
5. (accept any logical answer)

SUPPLEMENTAL MATERIALS:

LOL (2), p. 35
WSW (1), p. 14
BBSW (1), pp. 48-51

I.A.5. Noun used as object

A noun used as a direct object tells who or what receives the action of the verb.

TEACHING SUGGESTIONS:

1. Start by writing a sentence with a direct object in it on the board.

   Ex: Stella bakes bread everyday.

   Ask student to find the action word. Ask student to find the subject noun. Then, say "Stella bakes what?" Explain that the answer to this question is the direct object. It is receiving the action of the verb.

   Repeat with several other sentences.

2. Write a "fill in the blank" exercise on the board with a list of possible choices.

   Ex: Tom eats _____ for lunch.

   (LIST)
   bread
   beans
   tortillas
   stew

   Have students practice writing this sentence using the different choices as direct objects.

3. It is important for students to learn to differentiate between the direct object nouns and other nouns in the sentence. Write a sentence on the board.

   My sister rode her horse into town for the dance.

   Ask student to find the action word and then the noun subject. Then ask: My sister rode what? her horse, town, or the dance? Repeat with other similar sentences. Be sure not to use a pronoun in the direct object position.

I.A.5. Noun used as object (cont.)

ANSWERS:

1.	prayers	7.	rabbits
2.	cornmeal	8.	rabbit
3.	rain	9.	boy
4.	(kachina) dolls	10.	snow
5.	rabbits	11.	tracks
6.	game	12.	snow

1.	DO	5.	X
2.	DO	6.	X
3.	X	7.	DO
4.	DO	8.	X

SUPPLEMENTAL MATERIALS:

LE-Gold Bk., p. 100
BBSW (1), pp. 52-55
WSW (1), p. 16
LOL (2), pp. 36-37

I.B.1. Pronouns used as nouns

Pronouns are used to take the place of nouns. Pronouns that can be used as subjects are: **I, you, he, she, it we, you** (pl.), and **they.**

TEACHING SUGGESTIONS:

1. Call out different nouns that can be substituted with a pronoun. Have students give the correct pronoun.

   Ex: the girls (they)
   Thomas (he)
   Ellen and I (we)
   the mesa (it)

2. Write several sentences on the board. Underline the word(s) which can be substituted with a pronoun. Student should provide the correct pronoun.

   Ex: James and Susan are getting married. (They)
   Barbara made this rug. (She)
   The rug is for sale. (It)

ANSWERS:

1. It	5. we
2. she	6. he
3. They	7. She
4. it	8. They

---

1. we	5. he
2. he	6. we
3. They	7. They
4. it	8. She

---

1. The Kachinas	5. Taos
2. Changing Woman	6. Mt. Taylor
3. Children	7. The Anasazi
4. Coronado	8. Cochise

SUPPLEMENTAL MATERIALS:

KGL, pp. 109, 20
LOL (2), pp. 56, 57
WSW (1), pp. 43, 44
BBSW (1), p. 137
PGLS, p. 7
PGLS, p. 69

I.B.2. Demonstrative pronouns

The demonstrative pronouns are: **this, that, these,** and **those.**

This and these point out something near or close by. That and those point out something that is "over there", away from you.

TEACHING SUGGESTIONS:

1. To reinforce the concept that this and that are singular pronouns, point to various objects in the classroom, some close by, others away from you. Student should respond with "this" or "that" correctly.

2. Use the same exercise to reinforce the plural concept of these and those by pointing to two or more of the same objects (pencils, books, students, windows, etc.)

ANSWERS:

1. These	5. That
2. Those	6. this
3. Those	7. That
4. these	8. this

---

1. These	5. those
2. This	6. that
3. That	7. this
4. those	8. these

SUPPLEMENTAL MATERIALS:

LE-Gold Bk., p. 86
BBSW (1), p. 167

I.B.4. Pronoun used as direct object

Pronouns that can be used as the direct object of a verb are: **me, you, him, her, it, us, you** (pl), **them.**

TEACHING SUGGESTIONS:

1. Call out various nouns for which pronouns can be substituted. Student should provide the correct pronoun used as a direct object.

   Ex: The horses (them)
   Aunt Sarah (her)
   John and me (us)

2. Write several sentences on the board. Underline the direct object(s) which can be replaced with a pronoun. Student should provide the correct pronoun.

   Ex: I saw Allen and Sam at the rodeo. (them)
   The man gave the boy a drink of water. (him)

ANSWERS:

1. it
2. him
3. her
4. them
5. us
6. it
7. him
8. them

---

1. him
2. us
3. it
4. him
5. it
6. them
7. them
8. her

SUPPLEMENTAL MATERIALS:

LOL (2), pp. 57, 58
WSW (1), p. 45
BBSW (1), pp. 141-143, 145-147
LE-Blue Bk., pp. 60, 61
LE-Gold Bk., p. 79
PGLS, p. 69

I.B.5. Possessive pronouns

Possessive pronouns are used to show ownership. The possessive pronouns are: mine, yours, his, hers, its, ours, and theirs.

TEACHING SUGGESTIONS:

1. On the board, write more examples similar to those in the student text to show how possessive pronouns are used.

   Ex: These children are their children.
   These children are theirs.

   Those horses are my horses
   Those horses are mine.

   This house is our house.
   This house is ours.

2. On the board, write sentences similar to the ones above with the possessive pronoun left out of the second sentence. Ask student to provide the correct possessive pronoun.

   Ex: This basket is her basket.
   This basket is _____.

   These books are your books.
   These books are _____.

ANSWERS:

1. This ring is his.
2. That horse is mine.
3. This cornfield is theirs.
4. This truck is ours.
5. That rug is hers.
6. Those feathers are his.
7. This jewelry is theirs.
8. This canyon is ours.
9. Those stories are mine.
10. These crops are yours.
11. That kiva is theirs.
12. This ceremony is ours.

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 147-150
WSW (1), p. 43
LOL (2), pp. 59, 60
KGL, p. 72

I.C.1. Simple verb tenses

The simple verb tenses are the present, past, and future. The simple present refers to on-going action in the present. Ex: She lives in Flagstaff. The simple past refers to action that started in the past, but did not continue into the present. Ex: She lived on the reservation. The simple future refers to action that will occur some time in the future. Ex: She will live in Yuma next year.

TEACHING SUGGESTIONS:

1. You must emphasize the verb endings that signify tense. This concept is especially difficult for those whose primary language is other than English. An oral drill is recommended, so that student can hear the endings as well as see them. Write four or five regular verbs on the board. Write subject nouns and pronouns in a list. Ask student to choose a subject, verb, and tense. Drill orally until student is very familiar with the verb endings.

2. Repeat #1 with irregular verbs using only present and past tenses.

3. Write sentences in the present tense. Have students rewrite into the past and future tense.

ANSWERS:

1. future
2. past
3. present
4. past
5. present
6. future
7. past
8. present
9. future
10. past
11. future
12. present

1. broke
2. sang
3. sleep
4. take
5. wrote
6. bent
7. choose
8. laid
9. told
10. eat
11. did
12. knew
13. drink
14. wore
15. saw
16. blow

I.C.1. Simple verb tenses (cont.)

1. sold
2. went
3. blew
4. were
5. was
6. entered
7. had
8. caught
9. learned
10. stayed
11. cooked
12. climbed

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 101-109
LOL (2), pp. 69-73
WSW (1), pp. 30-34
SIL (1), pp. 24-29
REW (1), pp. 57, 32-33, 25

I.C.2. Helping verbs

Helping verbs are used with a main verb in a verb phrase. The most common helping verbs are:

be	was	had	should	must
is	were	will	could	do
am	has	can	would	did
are	have	may	might	does

A helping verb with a main verb can be something such as:

Ex: We will eat.

The main verb is the last word in the verb phrase.

TEACHING SUGGESTIONS:

1. Write "fill in the blank" exercises on the board like these:

   Ex: Dan _____ dance all night.
   I _____ leave now.
   She _____ eat breakfast.

   Ask student to rewrite sentences using any helping verbs that will fit.

2. Write "fill in the blank" exercises on the board like these:

   Ex: Stella should _____.
   My father had _____.
   I will _____.

   Ask student to complete using any verb.

3. Adverbs are sometimes found between the helping verbs and the main verb. These words are not part of the verb. Be sure student understands this point.

   Ex: Jane has <u>not</u> left <u>yet</u>. (not and yet are adverbs)
   She was <u>finally</u> finished. (finally is an adverb)

I.C.2. Helping verbs (cont.)

ANSWERS:

1. have
2. can
3. can
4. are
5. will
6. are
7. will
8. has been

1.	have been	waiting
2.	can	go
3.	could	win
4.	has been	going
5.	will be	working
6.	had	heard
7.	will	teach
8.	might be	moving

SUPPLEMENTAL MATERIALS:

LOL (2), p. 67
BBSW (1), pp. 101-103
PGLS, pp. 30, 31
SIL (1), pp. 40-50

I.C.3. Present progressive

The present progressive tense is used to tell what is happening at the moment. It is formed with the present tense of the verb **BE** (am , is, are) and the **ing** form of the main verb.

Ex: I am going to school.

TEACHING SUGGESTIONS:

1. Write some sentences on the board using the present progressive tense. Explain the form (BE + ing) and the meaning carefully.

2. Write "fill in the blank" exercises on the board.

   He _____ to work.
   Sara _____ home.

   Ask student to rewrite using any appropriate verb.

3. Write subject nouns and pronouns and verbs on the board. Then ask student to rewrite in present progressive tense, using verbs supplied.

   I _____ (swim)
   you _____ (eat)
   he _____ (run)
   etc.

ANSWERS:

1.	are voting	5.	are meeting
2.	is grinding	6.	is plowing
3.	is collecting	7.	is watering
4.	am carving	8.	are tracking

1.	am working	5.	are watching
2.	is cooking	6.	are waiting
3.	are hunting	7.	is riding
4.	is talking	8.	am teaching

SUPPLEMENTAL MATERIALS:

BBSW (1), pp. 111-116
SIL (1), pp. 36-39
REW (1), pp. 72-76

I.C.4. Linking verbs: is, am, feels, seems, tastes, smells, looks

A linking verb is used to connect the subject of a sentence to a word that describes the subject.

Ex: Jane feels happy.

TEACHING SUGGESTIONS:

1. An important thing to stress here is that the subjects of the linking verbs don't do anything. The words linked to the subject are adjectives (words that describe).

2. Point out that some of the linking verbs are the verbs of the senses: taste, smell, feel, sounds, looks.

3. Write an exercise such as this on the board. Have student supply appropriate linking verbs to complete sentences.

Dave _____ happy.
Stella _____ worried.
Jane and I _____ scared.

ANSWERS:

1.	is	7.	felt
2.	looks	8.	looked
3.	am	9.	remained
4.	smells	10.	are
5.	seemed	11.	is
6.	feels	12.	seem

1.	has been	5.	could be
2.	could have been	6.	will be
3.	may be	7.	have been
4.	might have been	8.	have been

SUPPLEMENTAL MATERIALS:

LOL-Gold Bk., p. 101
WSW (1), p. 53

I.D.1. Descriptive adjective

A descriptive adjective is a word that describes a noun. A descriptive adjective can answer the question what kind?

a fat rabbit	a red flower
the cool water	a small child
a fast horse	the deep canyon

TEACHING SUGGESTIONS:

1. Choose an object in the classroom that can be described and write the name of it on the board. Have students give you as many adjectives as possible that describe that object. Write the adjectives on the board.

2. Write several sentences containing descriptive adjectives on the board. Have student identify and underline the adjective(s).

3. Write nouns that can be described on the board. Have students provide as many adjectives as possible that describe the noun.

Ex: man

big	strange	tall
small	large	short
old	happy	mean
young	sad	nice

ANSWERS:

1. young, oil
2. happy, old, gray
3. soft, fluffy, sweet, green
4. white, buckskin, bright, colorful
5. squash blossom, skilled
6. frisky, young, small, hind
7. slow moving, long,
8. warm, summer, dry

---

1. first	5. last
2. next	6. youngest
3. following	7. first
4. second	8. only

SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 79-81
LE-Blue Bk., pp. 88-90
BBSW (1), p. 163
LDL (2), pp. 77, 78
KGL, p. 70

I.D.2. Possessive adjectives

Possessive adjectives show ownership. They answer the question whose? The possessive adjectives are **my, your, her, his, its, our, their.** They always precede a noun.

TEACHING SUGGESTIONS:

1. Explain how the possessive adjectives are different from the possessive pronouns. Give several examples of each.

   Ex: This is my coat.
   This coat is mine.

   That is their truck.
   That truck is theirs.

2. On the board, write several sentences with the possessive adjective left off. Have student supply one.

3. Give student a sentence with a possessive pronoun. Have him restate the sentence using a possessive adjective.

ANSWERS:

1. my
2. your
3. Our
4. their
5. his
6. its
7. her
8. their
9. its
10. her
11. their
12. our

---

1. my
2. their
3. its
4. our
5. his
6. their
7. her
8. your

SUPPLEMENTAL MATERIALS:

LE-Red Bk., pp. 79-81
LE-Blue Bk., pp. 88-90
BBSW (1), p. 163
LOL (2), pp. 77, 78
KGL, p. 70
PGLS, p. 76
REW (1), p. 13

I.D.3. Demonstrative adjective

Demonstrative adjectives point out which one(s): this, that, these, those. They are always followed by nouns. They should not be confused with demonstrative pronouns, which are the same words but are used as the subject of a sentence and are never followed by nouns. **This** and **that** are used with singular nouns. **These** and **those** are used with plural nouns.

TEACHING SUGGESTIONS:

1. Explain that a demonstrative adjective is always followed by a noun. If it is not, it is a pronoun and not an adjective.

   Ex: That horse runs fast. (adjective)
   That is a fast horse. (pronoun)

2. Students should have enough drill so as to recognize that this and that are used with singular nouns and these and those are used with plural nouns. Write sentences on the board for which the student must provide a demonstrative adjective.

   Ex: _____ drinks are cold.
   _____ doll is hers.
   _____ fish are for supper.

ANSWERS:

1. That	5. This
2. These	6. That
3. This	7. these
4. Those	8. this

---

1. that	5. Those
2. this	6. That
3. that	7. These
4. This	8. Those

SUPPLEMENTAL MATERIALS:

BBSW (1), p. 176
LE-Blue Bk., p. 63
LE-Gold Bk., p. 86
PGLS, p. 81

I.D.4. Adjectives indicating number

This lesson covers another job that adjectives have in addition to describing, showing ownership, and pointing out specific persons or objects. This adjective answers the question, "How many?"

TEACHING SUGGESTIONS:

1. Explain that adjectives answer "How many?" by words such as: some, no, nine, many, three, ten, few, several, etc.

   Ex: There are twelve students in class.
   There is no one home today.

2. Explain that the adjective each, every and one are only used with singular nouns.

   Ex. Each person has to vote.
   Every worker gets a pay raise.
   Take one day at a time.

3. Have students write simple sentences about their daily activities in the community using adjectives that answer, "How many?"

ANSWERS:

1. both
2. several
3. each
4. five
5. no
6. many
7. few
8. ten

Exercise questions 1-16 at the end of the lesson are such that numerous correct answers are acceptable. Using adjectives indicating number should be encouraged for this lesson.

I.E.1. Adverb as modifier of verb

This lesson only covers the use of adverbs as modifiers of verbs. Adverbs tell when, where, or how something happened.

Ex: Sharon ran today.
The children sang loudly.
He fell down.

TEACHING SUGGESTIONS:

1. Write a simple sentence and a list of adverbs on the board. Have student re-write the sentence using appropriate adverbs.

Ex: Dave works _____.

(LIST)
quickly
slowly
often
early
here

2. Using sentences generated in #1, have student tell you whether the adverbs tell when, where, or how.

3. Write several sentences, each containing an adverb, on the board. Have student identify the adverb. Then, have student identify the verb being modified.

Ex: Dan sang happily.
The children played and laughed noisily.

ANSWERS:

1. strangely
2. happily
3. abundantly
4. loudly
5. beautifully
6. wildly
7. gently
8. quietly

---

1. yesterday, left
2. heartily, ate
3. quickly, run
4. hard, try
5. faintly, could hear
6. patiently, waited
7. carefully, drilled
8. today, will make

SUPPLEMENTAL MATERIALS:

LE-Red Bk., p. 82

I.E.2. Commonly misused adverbs/adjectives

Some adjectives and adverbs can be confused with each other. The objective of this lessON is to reinforce the differences between the modifiers.

TEACHING SUGGESTIONS:

1. Stress that adjectives modify nouns and adverbs modify verbs. List adverbs plus verbs, and adjectives plus nouns. Ask student to identify which words are nouns and which are verbs.

	Nouns	Verbs
Ex:	quiet child	laughed quietly
	slow truck	ran slowly
	careful worker	worked carefully

2. Point out that adjectives often precede the nouns they modify, and adverbs often follow the verbs they modify.

3. Give students a list of nouns/verbs and a list of adverbs/adjectives. Ask student to pair them.

4. Teach student that linking verbs are followed by adjectives. Action verbs are followed by adverbs. Use "fill in the blank" exercises to reinforce this point.

Ex: Dave feels _____. (bad, badly)
She works _____. (good, well)

ANSWERS:

1.	adverb	5.	adjective
2.	adjective	6.	adjective
3.	adjective	7.	adverb
4.	adverb	8.	adverb

1.	good	5.	fair
2.	real	6.	loud
3.	sore	7.	good
4.	slowly	8.	bad

SUPPLEMENTAL MATERIALS:

KGL, p. 78
WSW (1), pp. 52-54
BBSW (1), pp. 171, 172
PGLS, p. 85

I.E.3. Use of adverbs

Adverbs are used to modify verbs. They tell how, when, where, how often, or how much the action of the verb is done.

TEACHING SUGGESTIONS:

1. Write the lists in the student workbooks on the board to explain how adverbs describe verbs.

2. Remind student that to find the adverb and decide how it is used, she must first find the verb.

3. Then, ask student questions requiring that he choose an adverb. Have student rewrite the question into a sentence.

   Ex: Dave went to town when?
   Answer: Dave went to town yesterday.

   Ex: Sue looked for the cat where?
   Answer: Sue looked for the cat everywhere.

ANSWERS:

1. how often
2. how
3. when
4. how much
5. where
6. where
7. where
8. how
9. how often
10. how much

---

1. swiftly, how
2. far, where
3. nearly, how much
4. tomorrow, when
5. tightly, how
6. seldom, how often
7. down, where
8. suddenly, when
9. unevenly, how
10. really, how much

SUPPLEMENTAL MATERIALS:

LE-Gold Bk., p. 87
LE-Blue Bk., p. 98
BBSW (1), pp. 170, 171
WSW (1), p. 51
LOL (2), pp. 80, 81
SIL (1), pp. 89-92

I.F.1. Prepositional words and phrases

Prepositional words and phrases usually tell where or when. A prepositional phrase is made up of a preposition, a noun or pronoun, and all the words that describe the noun or pronoun.

TEACHING SUGGESTIONS:

1. First, explain the parts of the prepositional phrase. Tell student that the word preposition means in front of. The preposition is in front of the noun or pronoun.

2. Demonstrate the concept of a prepositional phrase physically. Put your hand over your head and say, "My hand is over my head." Then put your hand on the board, under the desk, in a book, etc. Have student recite sentences that appropriately describe your actions. (They will contain prepositional phrases.)

3. Ask student "where" and "when" questions. Have him write down the answers using prepositional phrases.

   Ex: When do you go to work?
   Where do you live?

ANSWERS:

1.	above the canyon	7.	into the canyon
2.	across the river	8.	on a stone griddle
3.	over the desert	9.	near Gallup, New Mexico
4.	around the sheep	10.	inside large baskets
5.	behind the rain clouds	11.	to Phoenix
6.	for hours	12.	with ashes

1.	through	7.	against
2.	outside of	8.	up
3.	away from	9.	down
4.	of	10.	under
5.	like	11.	past
6.	for	12.	between

SUPPLEMENTAL MATERIALS:

LOL (2), p. 85
LE-Gold Bk., p. 91-92
LE-Blue Bk., p. 104, 105
KGL, pp. 88-91
SIL (1), pp. 84-89
REW (1), p. 100

I.F.2. Time words

The time words **after, before, since,** and **until** are used to connote the time of an action in a sentence. They may be difficult for some students to use correctly. Provide many examples using each word. It may be helpful to use a diagram such as a time line to convey the correct use of each time word.

TEACHING SUGGESTIONS:

1. Work through the instructional section in the student text very carefully. Give more examples for each word. Do not go on to the next time word until you are sure the student has a good understanding of the one you are working on.

2. Have student compose sentences using each of the time words correctly.

3. Create a situation like the examples in the student text but do not use the time word. Ask student to provide the correct time word.

   Ex: I started working last year.
   I am still working now.
   I have been working _____ last year.

ANSWERS:

1. before
2. until
3. until
4. since
5. after
6. before
7. since
8. after

1. c
2. a
3. c
4. b

SUPPLEMENTAL MATERIALS:

DKCC (B), pp. 25-27
RL, p. 55
RP, p. 45

I.G.1. Conjunctions and their use

The conjunctions **for, and, nor, but, or, yet,** and **so** are used to join words, phrases, and sentences.

Ex: She either bought a ring or a bracelet.
He fell into the water and floated down stream.
She wants to win so she runs hard.

TEACHING SUGGESTIONS:

1. To help students remember these contractions, have them learn the clue word **fanboys** (the first letter of each conjunction).

2. Write several sentences on the board with the conjunction left out. Student should provide a conjunction for each sentence.

   Ex: Bring your pencil _____ paper to class.
   He didn't call yesterday _____ today.
   I love fry bread, _____ I can make it.

3. Have the student write a sentence using each of the conjunctions in this lesson.

ANSWERS:

1.	and	5.	nor
2.	but	6.	yet
3.	for	7.	so
4.	or	8.	and

1.	and	5.	for	
2.	but	6.	or, and	(more than one answer)
3.	so	7.	yet, but	(more than one answer)
4.	nor	8.	and, but	(more than one answer)

SUPPLEMENTAL MATERIALS:

KGL, p. 93
LOL (2), p. 86
LE-Blue Bk., p. 103
LE-Gold Bk., p. 93

UNIT I POST-TEST: PARTS OF SPEECH

1. calves
2. tomatoes
3. foxes
4. berries
5. glasses
6. roofs
7. beaver's
8. Hopis'
9. deer's
10. weavers'
11. herd
12. Tribe
13. San Francisco Peaks (subject)
14. Faye (subject), fry bread (object)
15. Grandmother (subject), rugs (object)
16. He
17. us
18. They
19. we
20. him
21. mine
22. her
23. hers
24. ours
25. yours
26. His
27. was
28. freeze
29. sell
30. did
31. wrote
32. teach
33. My brothers are hunting rabbits.
34. Wayne is carving kachinas.
35. Mark is working at home.
36. Sue is driving carefully
37. seems
38. may be
39. was
40. smells
41. could have
42. feels
43. is
44. seems

45. our
46. her
47. quiet
48. her
49. majestic
50. beautiful
51. her
52. colorful
53. untold
54. her
55. green
56. our
57. how
58. when
59. how much
60. where
61. how often
62. through the trees
63. of birth
64. In the arms
65. of the grandmother
66. of the hogan
67. in the ways
68. of his people
69. or
70. for
71. but
72. and

UNIT II

II.A. Types of simple sentences (Review)

The four types of simple sentences reviewed here are: statement, question, command, and exclamation. Remind student that each sentence must express one complete thought or idea.

TEACHING SUGGESTIONS:

1. Start by having a simple conversation with student. Try to remember exactly what was said and write the words on the board. It should look something like this:

   Ex: "What time does school start?"
   "Six"
   "Every night?"
   "Just Monday and Tuesday."

   Explain to student that when we talk, we don't always express complete thoughts or ideas because much of what we say is understood by the person listening. Explain that when we write, we don't have that same understanding. We can't depend on voice inflection, facial expression, or body language. All we have are words, and we must be as clear as possible. Have student tell you how to rewrite the conversation above into complete statements and questions.

2. Write sentences of each type on the board without the end punctuation. Have student identify which type is which.

3. Write questions on the board. Have students supply the answers in whole written statements.

4. Give commands to students so that they can see who the subject is. Ex: "Open your books, please." Have students give you some commands.

ANSWERS:

1. Q	5. Q	9. S	13. Q
2. E	6. S	10. Q	14. C
3. S	7. Q	11. Q	15. E
4. C	8. E	12. C	16. S

1-4: accept all good sentences based on the rules.

SUPPLEMENTAL MATERIALS:

KGL, p. 2
LE-Blue Bk., pp. 24-26
LE-Gold Bk., pp. 42-44
LOL (2), pp. 16-18
BBSW (1), pp. 17-20
WSW (1), pp. 9, 10

II.B. Subject and predicate (Review)

The simple subject is the one word (or whole name) that is the actor of the sentence.

The predicate (or verb) is referred to here as the action of the sentence. The predicate is the main verb and all the helping verbs. Often, it is easier for a student to find the verb first, and then identify the subject as the doer of the action.

TEACHING SUGGESTIONS:

1. Write a simple sentence on the board. Ask student to identify the action word. Then ask student to identify the subject or doer of the action.

   Ex: David sings.

   On the board, expand the sentence from #1 to:

   My uncle David sings louder than anybody.

   Ask student to identify the subject and the verb. Put a line under the subject and circle the verb. Use other sentences as more examples.

ANSWERS:

1. hogan, was burned
2. teacher, retired
3. He, is
4. Raymond Little Cloud, lives
5. feathers, belonged
6. Flagstaff, Arizona, is
7. team, won
8. brother, is
9. Dave, has been going
10. boy, rode
11. sweathouse, can be made
12. ashes, are used
13. grandfather, told
14. dog, rested
15. potato chips, were invented
16. we, could have stayed

SUPPLEMENTAL MATERIALS:

BBSU (1), pp. 25-28, 31-34
LOL (2), pp. 3-15
LE-Blue Bk., pp. 28-36
KGL, pp. 3, 4
PGLS, pp. 1, 2
SIL (1), pp. 148-150

II.C. Compound subject

A compound subject is made up of more than one noun or pronoun. The complete compound subject contains all the nouns and pronouns plus all the connecting words and modifiers. The simple compound subject consists only of the nouns and pronouns.

TEACHING SUGGESTIONS:

1. Choose a verb phrase like "walk to school" that you know most of your students do. Then ask each one if she walks to school. Write the name on the board. Then combine the names with the verb phrase.

   Ex: Stella, Rena, and Arlene walk to school.

   Explain that the three names are the simple compound subject if you do not include the connector "and."

2. Choose some items around the room. Combine these to make a sentence with a compound subject.

   Ex: The bright poster, the broken chair, and the teacher's desk are in the front of the room.

   Underline poster, chair, desk. Explain to student that these words are the simple compound subject.

3. Although not taught in this lesson, remember that compound subjects are considered plural.

ANSWERS:

1. Food, clothing, shelter
2. Carl, Darren
3. horse, dog
4. canyon, mesa
5. You, Paul
6. He, she
7. hair, face, speech
8. Fishing, hunting, basketball

II.C. Compound subject (cont.)

1. belt, ring, basket
2. brother, sister, I
3. Elizabeth, Judy, Arlene, Evelyn
4. Deserts, mountains, canyons, foothills, mesas
5. Pimas, Papagos
6. California, Arizona, New Mexico, Utah, Colorado
7. Liberty, equality, justice
8. Dr. Ramirez, wife

SUPPLEMENTAL MATERIALS:

KGL, p. 95
LOL (2), pp. 7-9
PGLS, pp. 23, 24

II.D. Compound verb

A compound verb is made up of two or more verbs. In this lesson, only a single subject is used with the compound verb. Remind student that the compound verb includes all the helping verbs as well as the main verb.

TEACHING SUGGESTIONS:

1. Ask student to tell you three things that babies do. Write these (in verb form) on the board.

   Ex: Babies cry, eat, giggle, wet, sleep

   Choose three verbs and write a sentence with a compound verb.

   Babies cry, eat, and sleep.

   Repeat with other nouns, i.e. your father, a dog.

2. Ask student what she likes to do in her spare time. Write these (in verb form) on the board. Ask student to make a sentence using "I" and three of the verbs.

   Ex: I like to swim, dance, and play guitar.

ANSWERS:

1. bolted, ran
2. planted, harvested
3. screamed, yelled, cried
4. sheared, washed
5. were laughing, talking
6. was flying, looking
7. explored, found
8. buys, sells
9. coughed, sputtered, stopped
10. has driven, will be returning

11-16: accept any good answer

SUPPLEMENTAL MATERIALS:

KGL, p. 95
LOL (2), pp. 12-15

II.E. Complete vs. incomplete sentences

A complete sentence has a subject and a verb, and it expresses a complete thought. An incomplete sentence is a fragment (lacks either a subject or a verb), and does not express a complete thought.

TEACHING SUGGESTIONS:

1. Present the idea that a sentence must have a subject, verb, and a complete thought. Even a sentence of two words may express complete thought.

   Ex: Dave won.
   (subject)(verb)

2. Write fragments on the board. Write one that has no subject, and one that has no verb. Ask student to find the subject and the verb in each.

   Ex: The Hopi children. (what is the verb?)
   Laughed and sang (who is the subject?)

3. Have students write two complete sentences and put lines under the subject (one line) and the verb (two lines).

ANSWERS:

1. I
2. C
3. I
4. I
5. I
6. C
7. I
8. I
9. I
10. C
11. C
12. I

1. (any noun)
2. (any noun)
3. any verb(s)
4. any verb(s)

SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 34
LE-Gold Bk., p. 3
WSW (3), p. 9
SIL (1), pp. 152-161

48

UNIT III

UNIT III - PARAGRAPH DEVELOPMENT

A. Characteristics of a paragraph: unity, topic

This lesson reviews the characteristics of topic and unity. Topic is the subject matter of the paragraph. Unity means that every sentence in the paragraph is about the same topic.

TEACHING SUGGESTIONS:

1. Tell students a short story about an object in the room without mentioning it by name. Then ask student to guess what the object is (topic).

   Ex: It is smooth.
   It hangs on the wall.
   We write on it.
   What is it? - the blackboard.

2. Ask student to do the same thing you did in #1. He should write down some short sentences about an object without mentioning it by name. Then you guess what it is.

3. Describe yourself in sentences to student. Make sure you stick to description. Then say, "My mother lives in North Dakota." Ask student to tell you which sentence doesn't fit (unity).

4. Try brainstorming. Give students a topic and ask them to give details about the topic. Write everything on the board. After all suggestions are written, eliminate those which do no relate directly to the topic.

   Ex: 1) drinking and driving
   2) importance of education

ANSWERS:

1. 3
2. 2
3. 5
4. 3

SUPPLEMENTAL MATERIALS:

LE-Red Bk., p. 96
KGL, p. 31
BBSW (2) pp. 109-113
WSW (3), pp. 43-46, 27
C5, p. 6

III.B. Descriptive paragraph writing

A descriptive paragraph uses details to explain or describe the main idea of a paragraph. The details should employ the use of as many senses as possible: sight, touch, sound, taste, smell.

TEACHING SUGGESTIONS:

1. Bring in a piece of fruit, like an apple. Ask student to tell you everything about it.

   Ex: It is red.
   It is round.
   It tastes sweet.
   It is smooth to touch.

2. Small group or individual activity. Have students choose a topic from those listed. Have them describe what they want the reader to "see." This should end as a short paragraph.

   Ex: 1. What you can see outside the classroom window.
   2. A beautiful painting.
   3. How you feel when you apply for a job.
   4. A certain place in your hometown.

3. Bring in a picture of a scene. Ask student to imagine that he is in the scene. Ask him what he sees, smells, tastes, feels, etc.

4. Have student choose one of the five senses and write descriptive phrases that appeal to that sense. These can be made into sentences, and then into a paragraph.

ANSWERS:

1. male dancers in the Santo Domingo Corn Dance
2. woven into their hair
3. a white Hopi ceremonial kirtle
4. red and black
5. in back
6. moccasins
7. ankle-high, fawn colored, trimmed with a band of black and white skunk fur
8. gourd rattles and sprigs of evergreen

SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p 126
KGL, p. 85
C5, pp. 67-70

UNIT II & III POST-TEST: SENTENCE STRUCTURE
PARAGRAPH DEVELOPMENT

__O__ 1.
__E__ 2.
__E__ 3.
__C__ 4.
__S__ 5.
__O__ 6.
__C__ 7.
__E__ 8.
9. hogans, are
10. man, is
11. girl, was wrapped
12. door, faces
13. Turquoise, was mined
14. Dave, I, could have left
15. Apaches, Pimas, Papagos, (Tohono O'Odham)
16. Sheep, cattle
17. turquoise ring, bracelet, earrings
18. stood, looked
19. sheared, carded
20. swooped, attacked
__I__ 21.
__C__ 22.
__I__ 23.
__C__ 24.
25. deer bones
26. red and blue
27. accept bow and arrows or deer bone
28. shining black goat hair
29. a. turquoise
b. shell
c. coral
30. black and white stripes./with a blue horn/ with black goat's hair on top
31. 3. Cliff Palace was "discovered" by white men in 1888.
32. 4. The Hopis also live in Arizona.

UNIT IV

UNIT IV - PUNCTUATION

A.1. Use of comma in dates and places

A comma is used to separate the items in dates and places.

> My father was born on Tuesday, June 26, 1931, in Gallup, New Mexico.

No comma is needed when only the month and day are given.

> On June 26 we will celebrate my father's birthday.

TEACHING SUGGESTIONS:

1. Have students generate sentences with dates in them. Write them on the board. Ask other students to insert commas in the proper places.

2. Have students generate sentences with the names of cities and states in them. Write them on the board. Ask other students to insert commas in the proper places.

3. This time, have students make sentences with both dates and places. Write these on the board. Ask other students to insert the commas in the proper places.

ANSWERS:

1. The pow-wow was held in March, 1985, in Sacaton.
2. Elaine attended the boarding school from September, 1975, until June, 1980.
3. The tribal elections were held on November 4, 1986.
4. January 29, 1906, is my grandmother's birth date.
5. My son received his driver's license on June 15, 1986.
6. A puberty ceremony was held for my granddaughter in September, 1986.
7. Our team went to the playoffs on April 10, 1985.
8. We moved to Acoma in October, 1980.

1. Sam was born in Page, Arizona.
2. We will meet in Santa Fe, New Mexico, next fall.
3. Do you know anyone in Whiteriver, Arizona?
4. Rita went to Kanab, Utah, to visit her mother.
5. My brother moved to Needles, California, last winter.
6. Her parents live in Albuquerque, New Mexico.
7. Frank is planning a trip to Rough Rock, Arizona, for the ceremony.
8. His sister is living in Cortez, Colorado.

IV.A.1. Use of comma in dates and places (cont.)

1. I moved to Parker, Arizona, in June, 1984, when I got married.
2. Louis has lived in Dulce, New Mexico, since September, 1975.
3. Susan's first daughter was born in Yuma, Arizona, on July 14, 1979.
4. I met Jessie in Blanding, Utah, on December 3,

SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 9
BBSW (2), p. 60
LDL (4), pp. 35, 36
WSW (2), p. 37
SIL (1), pp. 134-137

IV.A.2. Comma in a series

A comma is needed to separate words in a series. A series is three or more words or groups of words written one after the other.

Blue, green, and gold are my favorite colors.

He bought a black hat, a blue shirt, and a pair of boots.

TEACHING SUGGESTIONS:

1. Read several sentences containing words in a series out loud. Ask students to listen for the natural pauses where the commas will go.

2. Write the above sentences on the board. Ask students to put in commas where they are needed.

3. Ask students to write several sentences listing three or more objects they have in their homes. Commas should be in their correct places.

   Ex: In my kitchen I have a sink, a stove, and a refrigerator.

   I keep milk, cheese, meat, and soda in my refrigerator.

ANSWERS:

1. Woodcarvings, basketry, and pottery are made in the pueblo of San Juan.
2. Some tribes use voices, drums, rattles, and flutes in their music.
3. One band of Paiutes made burden baskets, trays, hats, and coiled baskets.
4. The Hopis make basketry, pottery, kachina dolls, silverwork, and weaving of very fine quality.
5. Santa Clara is well-known for its pottery, bowls, jars, and plates.
6. Beadwork, cradleboards, and some basketry are being made by the Chemehuevis [Che me wa' ves].
7. Some Yuma women still make beaded capes, necklaces, small pins, and belts.
8. Some craftwork, silverwork, and weaving is made in the pueblo of Isleta.

IV.A.2. Comma in a series (cont.)

1. The Hopi way of farming includes floodwater farming, sand dune (or dry) farming, and spring irrigation.
2. Water for crops comes from winter snows or rain and short, heavy, and often violent thunderstorms.
3. Strong wind, hail, insects, rodents, and crows are all dangerous to the crops.
4. Blue, white, red, yellow, purple, and spotted corn are all grown by the Hopi.
5. In the past, the Hopis raised sheep, cattle, goats, burros, horses, pigs, and chickens on or near the mesas.
6. Hopi culture is passed on by example, by training, and through oral history.
7. In modern times, new tribal offices, a civic center, motel, museum, and health center have been built on the mesas.
8. Televisions, radios, tape recorders, and tape decks are now commonly seen on the mesas.

SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 9
DLD (4), pp. 35, 36
LE-Red Bk., pp. 9, 10
WSW (2), p. 35
SIL (1), pp. 129-133

IV.B.1. Use of quotation marks

Quotation marks (") are used to set off the exact words a speaker utters. Make sure students understand that words like he said, she answered, and he asked are not included inside the quotation marks.

TEACHING SUGGESTIONS:

1. Write a simple dialogue (without including quotation marks) on the board. Ask student to identify the words that are spoken. Have student put quotation marks in the correct places.

2. Have students work in pairs to make up simple dialogues. They should write it with the quotation marks in the correct places.

3. Write several of the student-generated dialogues on the board without the quotation marks. Students should identify the words being spoken and write in the quotation marks where they are needed.

ANSWERS:

1. Brano expressed his dislike for all whites when he said, "We think that they are mad."
2. Jung asked, "Why do you think so?"
3. "They say that they think with their heads," Brano answered.
4. "Why, of course. What do you think with?" Jung said in surprise.
5. "We think here," the Indian said, pointing to his heart.
6. Jung was stunned. He fell into a long silence. He said, "This Indian had struck our weakness. He had uncovered a truth to which we are blind."

7. Paul said, "I will see you tomorrow."
8. "I would like to buy the red blanket," Anna said.
9. "Do you have any peaches left?" Frank said.
10. Barbara answered, "I put them out to dry in the sun."
11. "We have not had much rain this year," said Joe.
12. Gilbert asked, "How far is it to Red Mesa from here?"
13. "It is about a day's ride," replied Edward.
14. "We lost some livestock in the heavy snow last winter," said Larry.
15. "When does the bus leave?" asked Len.
16. Richard answered, "The bus leaves at 8:15."

SUPPLEMENTAL MATERIALS:

LDL (4), p. 28
LE-Gold Bk., p. 11
WSW (2), p. 34
LE-Blue Bk., p. 9
BBSW (2), p. 44
SIL (1), pp. 138-141

IV.C.1 Underlining

Underlining is used to point out that the words underlined are the title of a complete book, magazine, or newspaper. The word **the** is not underlined unless it is part of the title.

the Eagle Free Press	(newspaper)
The Pima Indians	(book)
Stories from the Land	(magazine)

TEACHING SUGGESTIONS:

1. Ask students to name the newspapers, magazines, or books they like to read. Write the students' responses on the board. Explain that these are titles and they are underlined to show that they are the names of books or periodicals.

2. Write the titles of local publications and books of interest to the students on the board without underlining them. Have students write each of them, correctly underlined, in a sentence.

ANSWERS:

1. Ute Bulletin
2. House Made of Dawn
3. Eagle Free Press
4. Sunset
5. The Medicine Wheel
6. Navajo Times
7. Laughing Boy
8. Ritual of the Wind

SUPPLEMENTAL MATERIALS:

UNIT V

UNIT V - CAPITALIZATION

A. Use of capitals

Capital letters are used for the following: abbreviations (USA); organizations (Flagstaff Indian Center); places (the Southwest); and titles of persons (Aunt Stella).

TEACHING SUGGESTIONS:

1. Bring in newspaper articles to show how capitalization is handled in titles, like senator, doctor, etc.

2. Explain that if a person is referred to by his title without his name attached, the title is not capitalized.

   Ex: The doctor isn't here now.
   I talked to the senator.

3. Explain that some companies' and organizations' names have small words in them that are not capitalized.

   Ex: the University of Montana
   the Committee for Economic Development

ANSWERS:

1. O
2. Aunt Susan
3. Ramah, New Mexico
4. Yuma Indian Center
5. Sept.
6. Dr. Blue Spruce
7. State of California
8. Hughes Electric Company
9. Senator Martin
10. Fri.
11. Republic of Mexico
12. Arizona

1.	Indian	7.	Bureau	13.	The
2.	Navajo	8.	Indian	14.	Great
3.	Tribe	9.	Affairs	15.	Seal
4.	Window	10.	Indian	16.	Navajo
5.	Rock	11.	Health	17.	Tribe
6.	Arizona	12.	Services	18.	Navajo

SUPPLEMENTAL MATERIALS:

LDL (4), pp. 16-18
LE-Red Bk., p. 3
WSW (2), pp. 19-21
LE-Blue Bk., p. 3
SIL (1), pp. 142-144

UNIT IV & V POST-TEST: PUNCTUATION
CAPITALIZATION

1. Elaine left on July 13, 1985, for Santa Fe, New Mexico.
2. James is from Window Rock, Arizona, but I'm from Whiteriver.
3. Mountains, mesas, foothills, blue sky, and clear water are all found on the Navajo reservation.
4. Yes, he is Apache.
5. Guy's son was born on August 15, 1980, in Chinle, Arizona.
6. First, you mix in the cornmeal.
7. My father rode his horse from Tucson, Arizona, to Casa Grande, Arizona.
8. Our next meeting is on May 1, 1986.
9. The Hopis make pottery, kachina dolls, baskets, and rugs.
10. Pimas, Pauites, Apaches, and Quechans are all tribes of the Southwest.
11. Grandfather said,"Do you know the story about Coyote and the Rabbit?"
12. My brother said,"Please tell us."
13. "When does the bus arrive, Dave?" asked my mother.
14. "Where is my son?" Jane asked.
15. Paul said, "Put those blankets in the back of the truck, now."
16. "No," answered James, "I'm not going to quit my job."
17. Who wrote, Bury My Heart at Wounded Knee?
18. Child of the Hogan is a book about growing up Navajo.
19. The Navajo Times is the official newspaper of the Navajo tribe.
20. This book is called PATHWAYS.

UNIT VI

UNIT VI - PRACTICAL WRITING

A. Writing of personal notes

Knowing how to write a simple note is an important skill for adult students. They should know the four basic parts to a note: name, date, body, signature. Provide plenty of opportunities for students to practice note writing.

TEACHING SUGGESTIONS:

1. Discuss with students different occasions when it was necessary for them to write a note: to order a product or service, a thank you note, to request information, or make a complaint, etc. Were students able to write the notes themselves or did someone else write it for them?

2. Choose one of the situations from the above list and, with the students, develop a practice letter on the board. Have students make up the information for the four basic parts as you write it down.

3. Using the above practice letter as an example, have students choose a different situation and write a note that is appropriate. Let volunteers read their notes to the class.

4. Allow students to write a note for a real situation that they need to have right now. Help with spelling, grammar, sentence structure, etc.

ANSWERS:

1. Mrs. Anna Antone
2. December 6, 1983
3. Miss Snider
4. She is going to a ceremony in Zuni.

1-4: accept any good note with all the basic parts correctly placed

SUPPLEMENTAL MATERIALS:

LE-Blue Bk., p. 120
KGL, p. 82
BBSW (2), p. 108
LDL (4), p. 2

VI.B. Writing of personal information

Filling out the information on a form or application correctly is very important. It may make a difference in getting a job or having an application accepted. Students should spend a lot of time working through this lesson in the book.

TEACHING SUGGESTIONS:

1. Review the list of vocabulary words in the student workbook. Students should be able to read and understand these words before going on with the lesson. These words are often found on forms at employment agencies, Economic Security offices, Department of Motor Vehicles, insurance agencies, etc.

2. Collect various forms from local businesses, banks, agencies, services, etc. for students to practice with. Some are included in this teacher's guide. The more familiar students become with different types of forms the easier it will be for them to fill them out.

3. Have students bring in any forms or applications they need to complete for any immediate purpose. Have the students spend class time filling out the forms correctly.

4. Use forms reprinted here from federal agencies to help your students practice.

ANSWERS:

Answers will vary according to the individual student's personal information.

SUPPLEMENTAL MATERIALS:

BBSW (2), pp. 98-108
RR, p. 95
LDL (4), pp. 14, 15

ARIZONA INITIAL CLAIM FOR UNEMPLOYMENT INSURANCE

1. L.O. NO.	2. TODAY'S DATE MO. DAY YR.	3. PRINT YOUR NAME AS YOU NORMALLY SIGN IT	4. SOC. SEC. NO.

5. MAILING ADDRESS (No., Street, Apt. No., P.O. Box) PLEASE PRINT	CITY	ZIP CODE
	, AZ	

6. RESIDENCE ADDRESS (No., Street, Apt. No.) PLEASE PRINT	CITY	ZIP CODE
	, AZ	

7. PHONE NO.	8. LAST DATE OF WORK BEFORE FILING THIS CLAIM: MO. DAY YR.	9. BIRTHDATE MO. DAY YR.

10. WHY ARE YOU NO LONGER WORKING FOR YOUR LAST EMPLOYER? *(CHECK (✓) THE BOX WHICH APPLIES AND WRITE THE REASON IN THE SPACE BELOW)*

☐Laid Off ☐Quit ☐Discharged ☐Still Working Part-Time ☐Retired ☐**Labor Dispute **If this box is checked, deputy will complete LD-003

REASON: _____

11. LAST EMPLOYER YOU WORKED FOR BEFORE FILING THIS CLAIM *(REGARDLESS OF STATE, TYPE OF WORK OR LENGTH OF JOB)*

Company Name _____

Mailing Address *(No., Street, P.O. Box)* _____

City, State and ZIP Code _____

12. I REGISTER FOR WORK AS A(N) *(Enter Job Title)*	13. OTHER NAME/SOC. SEC. NO. YOU USED IN LAST TWO (2) YEARS

*Additional deputy action required

	YES	NO
14. Have you received or will you receive vacation, holiday or unused sick pay from your last employer?	*☐	☐
15. Are you currently working and filing this claim to receive benefits under the Shared Work program?	*☐	☐
16. Have you filed an initial claim for Shared Work benefits within the past 30 days?	*☐	☐
17. Are you receiving a pension, annuity or retirement pay?	*☐	☐
18. Have you worked at all since the date shown in item 8?	*☐	☐
19. Have you refused work or referral to work since becoming unemployed?	*☐	☐
20. In the past 12 months have you filed an unemployment insurance claim in any state?	*☐	☐
21. Have you been a citizen of the U.S. for the past 18 months?	☐	*☐
22. In the past 18 months have you:		
a. Worked in federal civilian service?	*☐	☐
b. Worked in another state?	*☐	☐
c. Been in military service?	*☐	☐
23. Are you required to make or do you owe court ordered child support payments?	*☐	☐

24. PRIVACY ACT INFORMATION AND CLAIM CERTIFICATION *(READ, BUT DO NOT SIGN UNTIL TOLD TO DO SO)*

A. PRIVACY ACT INFORMATION

The Privacy Act of 1974 requires that you be furnished this statement because you are being asked to furnish your Social Security Account Number on the claim forms given to you. Your Social Security Number is solicited under the authority of the Internal Revenue Code of 1954 *(26 U.S.C. 85, 6011(a), 6050B, and 6109(a))*. Disclosure of your Social Security Number for this purpose is MANDATORY, and must be entered on the forms you submit to claim unemployment insurance. Your Social Security Number will be used to report your unemployment insurance to the Internal Revenue Service as income that is potentially taxable; it will also be used as a record index for processing your claim, for statistical purposes, and to verify your eligibility for unemployment insurance and other public assistance benefits. Should you decline to disclose your Social Security Number your claim for unemployment insurance will not be processed.

B. CERTIFICATION

I register for work and make application for unemployment insurance. I certify that I am not working or that I am on a part-time or reduced earnings basis. I am not seeking insurance under another state or federal unemployment insurance system. I have not applied for and I am not receiving a subsistence allowance for vocational rehabilitation training or a war orphans' educational assistance allowance from the Veterans Administration. I further certify that the statements made hereon for the purpose of obtaining unemployment insurance under the Employment Security Law of Arizona are true and correct to the best of my knowledge and belief. I KNOW THAT THE LAW PROVIDES PENALTIES FOR FALSE STATEMENTS IN CONNECTION WITH THIS CLAIM.

25. CLAIMANT SIGNATURE	26. DEPUTY SURNAME

27. ETH	28. OCCUPATIONAL CODE	29. EFF. DATE	30. SEX	31. PROG. CODE	32. CLAIM TYPE	33. EB - SW	34. TRANS.
			☐M ☐F		☐NEW ☐ADDITIONAL	☐S ☐E	☐T

35. LD-TP CODE	36. MSN-TSN CODE	37. L.O. STOP	38. NO NOTICE	39.	40. CHILD SUPPORT	41.	42.	43.	44.
☐LABOR DISPUTE ☐TRUE PARTIAL					☐C				

FOR OFFICE USE ONLY

PPLICATION FOR ☐FOOD STAMPS
☐FINANCIAL ASSISTANCE
☐AFDC ☐GA ☐EA ☐SPP ☐RRP ☐CHEP ☐TC

The questions on this application pertain to everyone for whom you are applying.
o begin to apply, complete this page, tear it off and give it to us. If you complete page four at the same time you complete this age, we will be able to determine the programs for which you and the members of your household may be eligible for, thus pro-ding better service. The other pages must be completed before we can determine if you are eligible. Complete as much as possible. ou may return the completed pages to us now or at the time of your interview. **PLEASE PRINT CLEARLY.**
]**Marque aqui si desea que se le envien los formularios necesarios en Espanol.**

UR NAME *(Last, first, middle)*			SOC. SEC. NO.
OUSE'S NAME *(Last, first, middle)*			SOC. SEC. NO.
SIDENTIAL ADDRESS *(No., street)*	APT. NO./SPACE NO.	CITY	STATE, ZIP
ILING ADDRESS *(If different than above)*	APT. NO./SPACE NO.	CITY	STATE, ZIP
UNTY	PHONE NO./MESSAGE PHONE NO.		

W HAVE YOU BEEN SUPPORTING YOURSELF?

es No
] ☐ Have you or any member of your household applied for, or received, an assistance check *(AFDC, GA, EA, etc.)* or food stamps from Arizona or from any other state? If yes,

Type of program? _____ When did you last receive benefits? _____

When did you last apply? _____ Under what name *(Last, first, middle)*? _____

Where *(City, State)*? _____ If in Arizona, which office? _____

] ☐ Do you currently live in Arizona?
] ☐ Do you plan to stay in Arizona?
] ☐ If you reside on a reservation, do you participate in the food commodities program?

ou must complete the following questions so that we can determine for which programs your household may be eligible. If your ousehold has little or no income, you may be eligible to receive food stamps within a few days.

ow many persons live in your home and eat with you *(include yourself)*? _____

ow many other persons live in your home and do not eat with you? _____

ow many dependent children live in your home? _____

es No
] ☐ Does anyone in your household have cash, savings or money in a checking or savings account? How much? $_____

] ☐ Has anyone in your household received any money this month? How much? $ _____

] ☐ Does anyone in your household expect to receive any money this month? How much? $ _____ When *(date)*? _____

] ☐ Did your household's only source of income stop recently? When *(date)*? _____

] ☐ s anyone in your household a migrant or seasonal farm worker?

or AFDC Only. Do you have any unpaid medical bills for any of the three (3) months just before this month? ☐Yes ☐No

OUR SIGNATURE _____ DATE _____

UNIT VII

UNIT VII - SPELLING

A. Spelling of days, months, and numbers.

This lesson deals only with spelling of days, months, and numbers. It is important to know how to spell these words. The only way to teach these is to have students memorize them.

TEACHING SUGGESTIONS:

1. Be sure to remind student that days and months start with capital letters.

2. Students must memorize most of these words to learn how to spell them. You might want to give a weekly spelling quiz to all students, covering 2-3 words each week.

3. Remind student that numbers made from two words are hyphenated.

   Ex: twenty-one
   sixty-six

4. Point out to student that some numbers seem a little tricky, like four, fourteen, and forty.

ANSWERS:

1. Monday
2. Tuesday
3. Wednesday
4. Thursday
5. Friday
6. Saturday
7. Sunday

---

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

1.	forteen	fourteen	5.	Septemer	September
2.	febuary	February	6.	sixty three	sixty-three
3.	Tusday	Tuesday	7.	ninteen	nineteen
4.	fourty	forty	8.	Aprul	April

---

1. thirteen
2. December
3. forty-four
4. twenty-one
5. Tuesday
6. January
7. Wednesday
8. nineteen

SUPPLEMENTAL MATERIALS:

VII.B. Abbreviations

An abbreviation is a short way of writing a word. The abbreviations taught in this lesson are common measurements and places.

TEACHING SUGGESTIONS:

1. Student will have to memorize these abbreviations.

2. Be sure to point out that the abbreviations of the states are written with two capital letters and without punctuation.

3. To have students practice place abbreviations, read addresses aloud and ask student(s) to write them down.

ANSWERS:

1. Northwest
2. North
3. Northeast
4. east
5. southeast
6. South
7. Southwest
8. west

---

1. St.
2. doz.
3. tbsp.
4. lbs.
5. Ft.
6. ft.
7. SW
8. NM

1. NV
2. UT
3. CO
4. CA
5. AZ
6. NM

SUPPLEMENTAL MATERIALS:

KGL, p. 11
LE-Blue Bk., p. 52
LE-Red Bk., p. 20
REW (1), p. 108

VII.C. Spelling demons

The words presented in this lesson are words commonly confused because they sound alike but are spelled differently. Students will have to memorize their spelling and meaning.

TEACHING SUGGESTIONS:

1. Go over the list of words in the student text with student.

2. Make up sentences and them out loud using the spelling words in the workbook and have students write down the correct spelling.

3. Have each student write several sentences using the spelling words.

ANSWERS:

1.	die	6.	pause
2.	rose	7.	for
3.	rite	8.	grown
4.	gait	9.	here
5.	pair	10.	right

1.	rite	6.	gate
2.	pair	7.	Rain
3.	dye	8.	rows
4.	grown	9.	for
5.	paws	10.	hear

SUPPLEMENTAL MATERIALS:

LE-Red Bk., p. 31
LE-Blue Bk., pp. 70-74
DS, p. 93
WSW (2), p. 15
BBSW (2), p. 128
C5, p. 220
SIL (1), pp. 181, 184

VII.D. Spelling rules

This lesson presents some basic spelling rules, such as those concerning adding suffixes, i before e, and silent letters. You need to review the rules in the student workbook before starting the student in this lesson.

TEACHING SUGGESTIONS:

1. Work through the first four rules in the workbook with student. Then, give an oral spelling test.

   TEST WORDS: valleys, chief, ceiling, hiker, biting, rubbed, peaceful, copying

2. Work through the last four rules covering silent letters with student. Then, give an oral spelling test.

   TEST WORDS: dumb, wrap, sight, knee, bright, wrist, plumb, knew

3. Bring in ads from newspapers and magazines. Have student find the words that use silent letters.

ANSWERS:

1. says
2. worried
3. spying
4. cried

---

5. neice, niece
6. beleive, believe
7. riens, reins
8. decieve, deceive

---

9. sitting
10. trapper
11. committed
12. controlling

---

13. greasy
14. peaceful
15. hiding
16. hiker

VII.D. Spelling rules (cont.)

17. now, know
18. nite, night
19. rist, wrist
20. lim, limb

1. beleif, belief
2. nife, knife
3. partys, parties
4. cieling, ceiling
5. shoping, shopping
6. thum, thumb
7. fite, fight
8. reck, wreck

SUPPLEMENTAL MATERIALS:

BBSW (2), pp. 124-127
WSW (2), pp. 7-17
All of Dr. Spello
C5, pp. 82, 165
SIL (1), pp. 172-176, 178, 179

UNIT VII POST-TEST: SPELLING

1. Monday
2. ninety-nine
3. forty
4. fifty
5. December
6. Saturday
7. St.
8. Mt.
9. yds.
10. NE
11. tbsp.
12. CA
13. dye
14. four
15. rows
16. paws
17. rite
18. hear
19. gait
20. gate
21. copies
22. neighbor
23. stopped
24. greasy
25. knee
26. climb
27. light
28. ceiling